MicroType, The Wonderful World of PAWS

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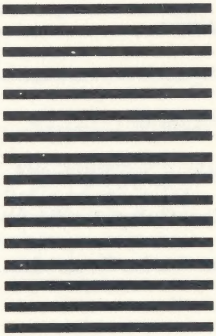

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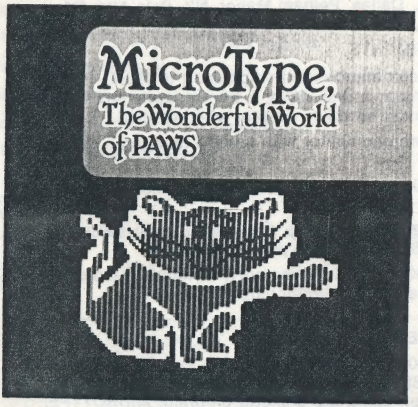
TEACHER'S GUIDE

for

MICROTYPE, THE WONDERFUL WORLD OF PAWS

by

John E. Haugo / Linda Hausmann / Truman H. Jackson



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HARDWARE REQUIREMENTS

Apple® IIe, IIc, or II Plus microcomputer with Applesoft in ROM, 48K of memory, 3.3 DOS; a monitor; a disk drive; a printer (optional). Users of APPLE II Plus must have a shift-key adapter wire installed.

COMMODORE™ 64 microcomputer with a disk drive; a monitor; a printer (optional).

IBM PC with 1.1, 2.0, or 2.1 DOS, 128K of memory; a color monitor; a disk drive; a printer (optional).

IBM PCjr with 2.1 DOS, 128K of memory; a monitor (color or black and white); a disk drive; a BASIC cartridge; a printer (optional).

TANDY® 1000 with 2.11 DOS, 256K of memory; a monitor (color or monochrome); a disk drive; a printer (optional).

TOLL-FREE HOTLINE NUMBER

A toll-free hotline number, 800-543-0453, for all states except Ohio (Ohio educators call (513) 527-6328) is available to help you with any software problems you encounter when using the diskette program, *MICROTYPE, The Wonderful World of PAWS.* If you identify a problem, please check your hardware to make sure it is working properly. If the hardware is functioning correctly and your software is still malfunctioning, call the number given. Please do not allow your students access to this number.

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ORDER OF KEY PRESENTATION

Lesson Number*	Keys Presented	Lesson Number*	Keys Presented
ø	Introduction	9	B and P
1	ASDF JKL;**	10	M and X
2	E and H	11	Y and Z
3	O and R	12	Q and , (comma)
4	I and T	13	V
5	Left Shift and . (period)	14	Shift LOCK and ? (question mark)
6	U and C	15	Figures 1234567890
7	N and W	16	Symbols ( ) ' " : - + * /
8	G and Right Shift		

*Lessons 1-14 match lesson for lesson correlating Lessons 1-14 in the printware (textbook), *COMPUTER KEYBOARDING, An Elementary Course.* In addition, the textbook includes a review lesson (in which no new learning is presented) following Lessons 3, 6, 9, 12, and 15. These are designated Review Lessons A, B, C, D, and E. Using "Open Screen," students may practice each correlating textbook lesson and the review lessons to improve performance.

**In the Commodore version, the colon is taught in Lesson 1 and the semicolon is introduced in Lesson 2.

INTRODUCTION

Computers and keyboards are being used more and more by elementary students in school and at home. Efficient use of the computer requires a reasonable degree of keyboarding skill. *MICROTYPE, The Wonderful World of PAWS* is a complete keyboarding instructional program written at the fourth-grade reading level.

Used properly, *MICROTYPE, The Wonderful World of PAWS* provides the instruction needed to develop reasonable "touch" keyboarding skill to enable students to use a computer efficiently in school and leisure pursuits. Students who learn to keyboard using the "hunt and peck" method develop poor keyboarding habits that are hard to "unlearn" or to correct. Many who learn the "hunt and peck" way never develop proper technique and are thereby severely hampered when entering information into a computer via a keyboard.

Software for text editing/word processing is becoming available for early elementary-age students. Because of the high volume of data entry required to use these kinds of software effectively, the user must possess a reasonable "touch" level of keyboarding skill—at least 20-25 words a minute. Once acquired, keyboarding skill will add to the overall ease and enjoyment of using a computer.

MICROTYPE, The Wonderful World of PAWS is a two-diskette program consisting of seventeen lessons (Lessons Ø-16) and "Open Screen" capability. The diskettes contain all instruction required to guide students through initial learning, practice, and basic skill building. The instructional design supports individualized learning so that students can progress at their own learning rates.

Monitoring of the user's input is constant. During new learning, only correct responses are accepted. Thereafter, each word or each line is checked for speed and/or accuracy. In speed drills the user's speed is reported immediately on completion of the line. If more than half the words in a line are incorrectly keyed, the user is directed to rekey the line before going on.

Correct technique is taught through graphic display and is reinforced frequently throughout the program by technique reviews and by short questions about proper technique. The user must respond to the technique questions; if he/she responds incorrectly, the correct response is immediately displayed on the screen.

MICROTYPE, The Wonderful World of PAWS may be used successfully by itself to learn "touch" keyboarding. Skill development can be enhanced and extended, however, by having students use the "Open Screen" segment of each disk to practice the material in the correlating textbook, *COMPUTER KEYBOARDING, An Elementary Course,* upon which the computer program and practice materials are based.

HIGHLIGHTS OF MICROTYPE DESIGN FEATURES

MICROTYPE, The Wonderful World of PAWS includes a number of special features a few of which are highlighted below.

MICROTYPE, The Wonderful World of PAWS uses PAWS, the cat, as the "presenter of learning." PAWS helps users relate to the software immediately, and PAWS also helps make learning fun. Throughout the program, PAWS gives frequent positive reinforcement for correct responses by showing a happy face. For incorrect responses, PAWS presents a sad face.

Content and instruction for use of the program are presented succinctly using graphics and a step-by-step process. The combination of PAWS on screen and the step-by-step presentation of content makes the program easy to follow and fun for young learners.

Open Screen permits the user to enter text from other sources, such as the correlated textbook, *COMPUTER KEYBOARDING, An Elementary Course. A word of caution:* Until all letters of the alphabet have been learned, use of any outside source of input other than *COMPUTER KEYBOARDING* will result in the occurrence in copy of letters the students have not yet learned and will lead to confusion and frustration.

Open Screen works like a basic word processor. It allows text entry as desired, accommodates word wrap, and permits use of the back arrow to "erase" errors. The program times the user during typing (a "preset" time may be entered). When ESC on Apple and IBM PCjr (F1 on Commodore 64) is struck, the program displays: the typed lines, the length of time the user typed, and the user's speed in words a minute (WAM).

PREPARING TO USE THE DISKETTE PROGRAM

Before attempting to use *MICROTYPE, The Wonderful World of PAWS* with a group of students, you should take the following steps:

1. Review the HOW TO USE procedure that is appropriate for your computer (pp. 6-8), including how to "power up" and "power down" the computer. (These procedures differ for various computers, and it is important that the correct order of steps be followed.) Check also the HOW TO USE THE PRINTER section on page 9.

2. Read through this Teacher's Guide and complete Lessons 1, 3, 9, and 15, and Open Screen. (These lessons are representative of all other lessons in the program.)

   Instructors without formal typing training should complete each lesson in the program to become familiar with all reaches and with proper keyboarding techniques. Once familiar with the program, the instructor will be better able to determine how best to use *MICROTYPE, The Wonderful World of PAWS* with a particular group of students.

HOW TO USE THE APPLE DISKETTES

Start-Up Procedure and Accessing Practice Material

1. Turn on the monitor.
2. Carefully insert your copy of *MICROTYPE, The Wonderful World of PAWS* into Drive 1. The exposed oval part is inserted first with the diskette label up.
3. Close the door of the disk drive.
4. Turn on the Apple.
5. "Apple II" will appear on the screen and the disk drive light will turn on. You will hear a whirring sound from the disk drive. If "PLEASE WAIT" does not appear on the screen in several seconds, turn the Apple off. Remove, then reinsert the diskette, then turn on the Apple again.
6. The course name, *MICROTYPE, the Wonderful World of PAWS*, will appear on the screen. Following this screen are several credits screens. These screens will change automatically. However, to pass through these screens quickly, strike RETURN after each screen is displayed. PAWS will appear on the screen with the following instructions. "If you have used this diskette before, strike RETURN." Users who strike RETURN will go to a date screen where they enter the current date. Users who *do not* strike RETURN will, after a few seconds, automatically start the Introduction Lesson. The Introduction Lesson teaches the user to find and strike the RETURN key and other keys that are needed to progress through lessons.
7. On the date screen, any data form will be accepted, e.g. 1/15/XX, or January 15, 19XX. When the date has been entered, strike RETURN to continue to the Main Menu.
8. On the Main Menu users can select a lesson by striking (in the top row of keys) the number of the lesson they want to practice, then striking RETURN.
9. The program displays a "name" screen between the Main Menu, and each Lesson Menu. Once entered, the name can be retained by simply striking RETURN when you are prompted for name again.
10. After entering a name, the student will see the Lesson Menu. Again, the students can select the lesson part they want to use by striking (in the top row) the appropriate lesson part number, then striking RETURN.
11. To repeat parts of a lesson, or to change lessons, strike the ESC key. This key returns the user to the Lesson Menu, where another lesson part may be selected. Striking ESC a second time returns the user to the Main Menu.

NEVER INSERT A DISKETTE INTO OR REMOVE ONE FROM A DISK DRIVE WHILE THE DISK DRIVE IS RUNNING.

Diskette Removal and Shut-Down Procedure for Apple

1. Open the door of the disk drive; remove the diskette.
2. Turn off the Apple.
3. Turn off the monitor.
4. Return the diskette to its protective envelope.

HOW TO USE THE COMMODORE DISKETTES

Start-Up Procedure and Accessing Practice Material

1. Turn on the monitor, the Commodore, and the disk drive.
2. Carefully insert your copy of *MICROTYPE, The Wonderful World of PAWS* into Drive Ø. Insert the exposed oval part first with the diskette label up.
3. Close the door of the disk drive.
4. When you see the "READY." prompt, key the message: LOAD"PAWS+",8,1 This procedure not only starts the program, but also loads a routine that will speed up the process of subsequent disk access. *Note:* The routine may not function properly with some hardware configurations. If you have problems loading the program, replace the message above with: LOAD"PAWS",8,1
5. The course name, *MICROTYPE, The Wonderful World of PAWS*, will appear on the screen. Following this screen are several credits screens. These screens will change automatically. However, to pass through these screens quickly, strike RETURN after each screen is displayed. PAWS will appear on the screen with the following instructions: "If you have used this diskette before, strike RETURN." Users who strike RETURN will go to a date screen where they enter the current date. Users who do not strike RETURN will, after a few seconds, automatically start the Introduction Lesson. The Introduction Lesson teaches the user to find and strike the RETURN key and other keys that are needed to progress through lessons.
6. On the date screen, any data form will be accepted, e.g. 1/15/XX, or January 15, 19XX. When the date has been entered, strike RETURN to continue to the Main Menu.
7. On the Main Menu users can select a lesson by striking (in the top row of keys) the number of the lesson they want to practice, then striking RETURN.
8. The program displays a "name" screen between the Main Menu, and each Lesson Menu. Once entered, the name can be retained by simply striking RETURN when you are prompted for name again.
9. After entering a name, the student will see the Lesson Menu. Again, the students can select the lesson part they want to use by striking (in the top row) the appropriate lesson part number, then striking RETURN.
10. To repeat parts of a lesson, or to change lessons, strike the F1 function key. This key returns the user to the Lesson Menu, where another lesson part may be selected. Striking F1 a second time returns the user to the Main Menu.

NEVER INSERT A DISKETTE INTO OR REMOVE ONE FROM A DISK DRIVE WHILE THE DISK DRIVE IS RUNNING.

Diskette Removal and Shut-Down Procedure for Commodore

1. Open the door of the disk drive; remove the diskette.
2. Turn off the disk drive, the Commodore, and the monitor.
3. Return the diskette to its protective envelope.

HOW TO USE THE IBM PC and TANDY 1000 DISKETTES

Start-Up Procedure and Accessing Practice Material

1. Turn on the monitor.
2. Carefully insert your copy of the IBM PC DOS diskette into the disk drive, close the latch, and turn on the computer. *If the computer is already turned on,* hold down the CTRL (control), ALT (alternate), and DEL (delete) keys at the same time. Doing so will boot the system diskette and ready the computer for your use.
3. The computer will prompt you to enter the date; you may either enter the date or simply strike the ENTER key (↵). Next, it will prompt you to enter the time; you may either enter the time or simply strike the ENTER (↵) key. The computer will then display the message A >. Key the word BASICA (or for Tandy 1000, BASIC) and strike the ENTER key. The disk drive will run briefly and then the screen will display a message ending with ok.
4. Remove the IBM DOS diskette from Drive A and carefully insert the desired *MICROTYPE, The Wonderful World of PAWS* diskette into Drive A. Close the latch of the disk drive.
5. Key in the message RUN "CONTROL" and strike the ENTER key. The course name, *MICROTYPE, the Wonderful World of PAWS,* will appear on the screen. Following this screen are several credits screens. These screens will change automatically. However, to pass through these screens quickly, strike ENTER after each screen is displayed. PAWS will appear on the screen with the following instructions. "If you have used this diskette before, strike ENTER." Users who strike ENTER will go to a date screen where they enter the current date. Users who *do not* strike ENTER will, after a few seconds, automatically start the Introduction Lesson. The Introduction Lesson teaches the user to find and strike the ENTER key and other keys that are needed to progress through lessons.
6. On the date screen, any data form will be accepted, e.g. 1/15/XX, or January 15, 19XX. When the date has been entered, strike ENTER to continue to the Main Menu.
7. On the Main Menu users can select a lesson by striking (in the top row of keys) the number of the lesson they want to practice, then striking ENTER.
8. The program displays a "name" screen between the Main Menu, and each Lesson Menu. Once entered, the name can be retained by simply striking ENTER when you are prompted for name again.
9. After entering a name, the student will see the Lesson Menu. Again, the students can select the lesson part they want to use by striking (in the top row) the appropriate lesson part number, then striking ENTER.
10. To repeat parts of a lesson, or to change lessons, strike the ESC key. This key returns the user to the Lesson Menu, where another lesson part may be selected. Striking ESC a second time returns the user to the Main Menu.

NEVER INSERT A DISKETTE INTO OR REMOVE ONE FROM A DISK DRIVE WHILE THE DISK DRIVE IS RUNNING.

Diskette Removal and Shut-Down Procedure for IBM PC

1. Open the door of the disk drive; remove the diskette.
2. Turn off the IBM PC and the monitor.
3. Return the diskette to its protective envelope.

HOW TO USE THE PRINTER

You can use a printer to make a permanent copy of the report displayed at the end of a lesson or to make a copy of what was typed in Open Screen. Before attempting to use the printer, however, take the following steps:

1. Check the printer. Is it turned on and ready to print?
2. Check the paper. Is there an adequate supply? and is it fed into the printer correctly?
3. Check the connection between the printer and the computer.

THE MAIN MENU

The Main Menu of each diskette displays the lessons contained on that disk plus Open Screen. The Main Menu for Disk 1 contains Lessons Ø through 8. (See "Order of Key Presentation" on page 3 to note which keys are taught in each lesson.) To access a lesson, enter the lesson number, then strike RETURN (or ENTER). Between the Main Menu and the Lesson Menu, the user is prompted to enter her/his name. To use Open Screen, enter S, then strike RETURN (or ENTER). The Menu for the selected lesson, or the directions for Open Screen, will be displayed after RETURN (or ENTER) is struck.

Music may be played during PAWS game. The music may be turned ON or OFF from the Main Menu by entering M (ON) or N (OFF). With music turned on, musical notes sound as PAWS reaches each prize in the PAWS Run game. Music may be used to add to the excitement of the game, particularly where students are working individually. Music, however, may not be desirable in a classroom or lab setting because it may become distractive to the group. If you wish to turn music on or off, return to the Main Menu and enter M or N.

CONTENTS OF A TYPICAL LESSON

The Main Menu lists lessons and identifies the keys taught in each lesson. The Lesson Menu lists the parts of the lesson. Lesson parts should be completed in the sequence presented because material once presented is used in later parts of the lesson.

Each lesson, beginning with Lesson 2, reviews previous learning (Review), presents new keys (New Key), develops speed (Build Speed—Lines/Paragraphs), and has a game (PAWS' Game/Run). A typical Lesson Menu is shown above.

```
Lesson 4—Learn I and T Keys

1. Review Skills
2. New Key I
3. New Key T
4. Build Speed
5. Play PAWS' Run
6. Return to Main Menu

Enter your choice (1-6)
and then strike RETURN.
```

Any lesson part may be accessed by entering the number corresponding to the part, then striking RETURN (or ENTER). Each screen heading corresponds to a menu item, thereby facilitating reentry into the lesson at the point of exit.

Review

The Review presents two drill lines and a technique review. Emphasis is placed on the keys presented in the previous lesson.

New Keys

The New Keys part graphically demonstrates the correct reach to a new key, emphasizing which finger is to be used, and directs practice on two to four drill lines. *Lock and Flash* is used on the first two lines, then one or two additional lines are presented using *Word Flash*. Lock and Flash requires the user to type each letter correctly; therefore, the program accepts only correct responses. In Word Flash, each word is analyzed when SPACE is struck following the word. If an error exists, the word is erased and the cursor reappears under the first character of the displayed word. After three attempts, the program accepts whatever has been entered and moves on to the next word.

Build Speed

The Build Speed part presents four drill lines, one at a time. The lines include only letters learned in previous lessons. Each line is analyzed when RETURN (or ENTER) is struck. If 50 percent or more of the typed words are correct, speed is reported as words a minute (WAM). If more than half the words are incorrect, the user repeats the line, up to five times, before a new line is presented.

PAWS' Game/Run

PAWS' Game and PAWS' Run are keyboarding games. In Lessons 1 and 2, students play a simple game called PAWS' Game. In Lessons 3 through 16, they play a more complicated game called PAWS' Run. In each game there are four drill lines used.

In the PAWS' Game, the user and PAWS' race to a ball. As the user types, PAWS' prints move toward the ball. To create "self-competition," the user's typing speed on a line is used to determine PAWS speed for the next line.

In PAWS' Run, PAWS moves through a maze, over dots and prizes, toward a final treasure. The user types a line then strikes RETURN (or ENTER). On RETURN, the line is analyzed, as in Build Speed, and speed is displayed. Upon a second RETURN (or ENTER) the points earned are displayed and PAWS moves through the maze. The typing activity is separate from the action on the screen to eliminate the normal high frustration level associated with many "game" programs where motion on screen is constant and distractive.

Points earned in PAWS' Run are calculated using a formula based on the difference between the user's speed and the game goal for the lesson. The higher the user's speed compared to the speed goal for the lesson, the higher the point values will be for each dot and for each prize. Values for dots and prizes are recalculated for each line the user types. Generally, the higher the point total, the faster the user is typing.

SEQUENCE AND EVALUATION OF USER PROGRESS

Students should complete one lesson each day. (Each lesson takes approximately 20 to 25 minutes.) The lessons must be completed in the sequence presented because letters and features once presented are used in all following lessons. Therefore, skipping ahead will force the use of key reaches and features which have not yet been learned.

New learners should be monitored closely at all times to insure that correct technique is being used and that students are typing more and more by "touch." The home-row keys and each new-key reach should be taught, then reinforced by the instructor or by having students repeat the new-key section of the lesson one or more times. If a particular key reach causes student difficulty, that lesson part should be repeated.

It is especially important that the home-row keystroking and proper technique be practiced to the confidence level before proceeding to the learning of new keys. This may, in some instances, require the repetition of Lesson 1 (using either the diskette lesson or Open Screen and the textbook, *COMPUTER KEYBOARDING, An Elementary Course).*

Acquiring correct keyboarding technique is the primary objective of beginning keyboarding instruction. Therefore, on-going (or formative) evaluation should aid the student in achieving this objective. Correct keyboarding technique includes: proper body, hand, and finger position; proper keystroking; quick spacing; efficient shift-key operation; and immediate return at the ends of lines.

Evaluation of proper technique is done by observation of the user during keyboarding sessions; it should focus more on the student *at work* than on the student's work. Immediate feedback to reinforce the demonstration of proper technique, or to correct faulty technique, is critical to an efficient learning environment.

During observations of students at work, check each student to be sure that he/she is demonstrating appropriately correct technique in each of the categories in the Technique Guide Sheet on page 12.

TECHNIQUE GUIDE SHEET

May be reproduced.

Needs Improvement *

CORRECT BODY POSITION IS:

1. Feet on the floor, slightly apart.
2. Elbows hanging naturally near the sides of the body.
3. Forearms nearly parallel with the slant of the keyboard.
4. Fingers curved and upright lightly on the home keys.
5. Body is centered in front of the keyboard (center of body directly in front of the "B" key.

CORRECT KEYSTROKING IS:

1. Curved fingers.
2. Upright fingers (not leaning over onto the little fingers).
3. Quick, snap keystrokes (fingertip snaps toward the palm).
4. Low, relaxed wrists.
5. Hands almost motionless (fingers do the reaching).

CORRECT SPACING TECHNIQUE IS:

1. Use the right thumb (unless the student is a strong, dominant, left-hand user).
2. Strike the space bar with a short, low, down-and-in motion of the thumb.

CORRECT SHIFT-KEY TECHNIQUE IS:

1. Use the appropriate little finger (other fingers, especially the index fingers, stay on home keys).
2. Use a 3-step procedure: (1) shift, (2) strike key, (3) release both.

CORRECT RETURN OPERATION IS:

1. Use the little finger of the right hand (other fingers stay on home row keys).
2. Make a quick reach from home key to RETURN (or ENTER) key and back to home key.
3. Do not pause before or after RETURN motion.
4. Keep eyes on screen (or textbook) copy as the RETURN is made.

*Place a check mark in the block in the first column (for the first evaluation) opposite the technique items that need improvement. Use the second and subsequent columns for later evaluations.

RECORD KEEPING

At the end of each lesson, following the PAWS game, a report is presented. The report, which may be printed if a printer is attached to the computer, includes: the user's name, the date the user entered at the beginning of the session, the user's fastest speed from the game lines and the Build Speed lines, the user's highest point total for PAWS' Run (beginning in Lesson 3), and a lesson code.

The report (for Lesson 4 as an illustration) prints in the following format.

_____

(date)

REPORT

(Name), your best typing rate was

_____words a minute.

Your highest point total was _____.

Lesson code: 4-Ø/9-11111-1

_____

The lesson code, by digit groupings, represents:

First — Lesson number.

Second—A ratio showing the number of lines repeated to the number of lines typed, in Build Speed and the PAWS Game.

Third— A series of digits, one for each lesson part (lessons have between 5 and 8 parts). A one (1) indicates the part was completed, a zero (Ø) indicates that the part was not completed.

Fourth—A recommendation as to which lesson the user should do next. A value of one (1) tells the user to go on to the next lesson. A value of zero (Ø) tells the user to repeat the current lesson.

If you do not have a printer, have the user complete the REPORT FORM given on page 14 to record lesson performance. The Speed Report form on page 14 may be used if additional documentation of user progress is desired. Both the Report Form and the Speed Report may be duplicated for classroom use.

MICROTYPE, THE WONDERFUL WORLD OF PAWS

Report Form

_____

_____
Today's Date

_____,
Your Name

your best typing rate was _____ words a minute.
Speed

Your highest point total was _____.
Total Points

_____

Lesson Code _____

May be reproduced.

MICROTYPE, THE WONDERFUL WORLD OF PAWS

Speed Report

Name _____

Grade _____ Lesson No. _____

Begin Time _____ Stop Time _____

Minutes (to complete lesson) _____

BUILD SPEED:

Line 1 Words a Minute _____

Line 2 Words a Minute _____

Line 3 Words a Minute _____

Line 4 Words a Minute _____

Line 5 Words a Minute _____

GAME:

Line 1 Words a Minute _____

Line 2 Words a Minute _____

Line 3 Words a Minute _____

Line 4 Words a Minute _____

TOTAL POINTS _____

TECHNIQUE CHECK:	**Yes**	**No**
Are fingers curved over home keys?	___	___
Is reach made with correct finger?	___	___
Are wrists low, just above front of computer?	___	___
Are keys struck with a quick snap keystroke?	___	___

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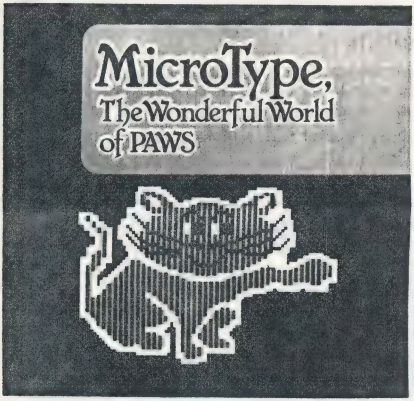
TEACHER'S GUIDE

for

MICROTYPE, THE WONDERFUL WORLD OF PAWS

by

John E. Haugo / Linda Hausmann / Truman H. Jackson



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HARDWARE REQUIREMENTS

Apple® IIe, IIc, or II Plus microcomputer with Applesoft in ROM, 48K of memory, 3.3 DOS; a monitor; a disk drive; a printer (optional). Users of APPLE II Plus must have a shift-key adapter wire installed.

COMMODORE™ 64 microcomputer with a disk drive; a monitor; a printer (optional).

IBM PC with 1.1, 2.0, or 2.1 DOS, 128K of memory; a color monitor; a disk drive; a printer (optional).

IBM PCjr with 2.1 DOS, 128K of memory; a monitor (color or black and white); a disk drive; a BASIC cartridge; a printer (optional).

TANDY® 1000 with 2.11 DOS, 256K of memory; a monitor (color or monochrome); a disk drive; a printer (optional).

TOLL-FREE HOTLINE NUMBER

A toll-free hotline number, 800-543-0453, for all states except Ohio (Ohio educators call (513) 527-6328) is available to help you with any software problems you encounter when using the diskette program, *MICROTYPE, The Wonderful World of PAWS.* If you identify a problem, please check your hardware to make sure it is working properly. If the hardware is functioning correctly and your software is still malfunctioning, call the number given. Please do not allow your students access to this number.

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ORDER OF KEY PRESENTATION

Lesson Number*	Keys Presented	Lesson Number*	Keys Presented
Ø	Introduction	9	B and P
1	ASDF JKL;**	10	M and X
2	E and H	11	Y and Z
3	O and R	12	Q and , (comma)
4	I and T	13	V
5	Left Shift and . (period)	14	Shift LOCK and ? (question mark)
6	U and C	15	Figures 1234567890
7	N and W	16	Symbols ( ) ' " : - + * /
8	G and Right Shift		

*Lessons 1-14 match lesson for lesson correlating Lessons 1-14 in the printware (textbook), *COMPUTER KEYBOARDING, An Elementary Course.* In addition, the textbook includes a review lesson (in which no new learning is presented) following Lessons 3, 6, 9, 12, and 15. These are designated Review Lessons A, B, C, D, and E. Using "Open Screen," students may practice each correlating textbook lesson and the review lessons to improve performance.

**In the Commodore version, the colon is taught in Lesson 1 and the semicolon is introduced in Lesson 2.

INTRODUCTION

Computers and keyboards are being used more and more by elementary students in school and at home. Efficient use of the computer requires a reasonable degree of keyboarding skill. *MICROTYPE, The Wonderful World of PAWS* is a complete keyboarding instructional program written at the fourth-grade reading level.

Used properly, *MICROTYPE, The Wonderful World of PAWS* provides the instruction needed to develop reasonable "touch" keyboarding skill to enable students to use a computer efficiently in school and leisure pursuits. Students who learn to keyboard using the "hunt and peck" method develop poor keyboarding habits that are hard to "unlearn" or to correct. Many who learn the "hunt and peck" way never develop proper technique and are thereby severely hampered when entering information into a computer via a keyboard.

Software for text editing/word processing is becoming available for early elementary-age students. Because of the high volume of data entry required to use these kinds of software effectively, the user must possess a reasonable "touch" level of keyboarding skill—at least 20-25 words a minute. Once acquired, keyboarding skill will add to the overall ease and enjoyment of using a computer.

MICROTYPE, The Wonderful World of PAWS is a two-diskette program consisting of seventeen lessons (Lessons ϕ-16) and "Open Screen" capability. The diskettes contain all instruction required to guide students through initial learning, practice, and basic skill building. The instructional design supports individualized learning so that students can progress at their own learning rates.

Monitoring of the user's input is constant. During new learning, only correct responses are accepted. Thereafter, each word or each line is checked for speed and/or accuracy. In speed drills the user's speed is reported immediately on completion of the line. If more than half the words in a line are incorrectly keyed, the user is directed to rekey the line before going on.

Correct technique is taught through graphic display and is reinforced frequently throughout the program by technique reviews and by short questions about proper technique. The user must respond to the technique questions; if he/she responds incorrectly, the correct response is immediately displayed on the screen.

MICROTYPE, The Wonderful World of PAWS may be used successfully by itself to learn "touch" keyboarding. Skill development can be enhanced and extended, however, by having students use the "Open Screen" segment of each disk to practice the material in the correlating textbook, *COMPUTER KEYBOARDING, An Elementary Course,* upon which the computer program and practice materials are based.

HIGHLIGHTS OF MICROTYPE DESIGN FEATURES

MICROTYPE, The Wonderful World of PAWS includes a number of special features a few of which are highlighted below.

MICROTYPE, The Wonderful World of PAWS uses PAWS, the cat, as the "presenter of learning." PAWS helps users relate to the software immediately, and PAWS also helps make learning fun. Throughout the program, PAWS gives frequent positive reinforcement for correct responses by showing a happy face. For incorrect responses, PAWS presents a sad face.

Content and instruction for use of the program are presented succinctly using graphics and a step-by-step process. The combination of PAWS on screen and the step-by-step presentation of content makes the program easy to follow and fun for young learners.

Open Screen permits the user to enter text from other sources, such as the correlated textbook, *COMPUTER KEYBOARDING, An Elementary Course. A word of caution:* Until all letters of the alphabet have been learned, use of any outside source of input other than *COMPUTER KEYBOARDING* will result in the occurrence in copy of letters the students have not yet learned and will lead to confusion and frustration.

Open Screen works like a basic word processor. It allows text entry as desired, accommodates word wrap, and permits use of the back arrow to "erase" errors. The program times the user during typing (a "preset" time may be entered). When ESC on Apple and IBM PCjr (F1 on Commodore 64) is struck, the program displays: the typed lines, the length of time the user typed, and the user's speed in words a minute (WAM).

PREPARING TO USE THE DISKETTE PROGRAM

Before attempting to use *MICROTYPE, The Wonderful World of PAWS* with a group of students, you should take the following steps:

1. Review the HOW TO USE procedure that is appropriate for your computer (pp. 6-8), including how to "power up" and "power down" the computer. (These procedures differ for various computers, and it is important that the correct order of steps be followed.) Check also the HOW TO USE THE PRINTER section on page 9.

2. Read through this Teacher's Guide and complete Lessons 1, 3, 9, and 15, and Open Screen. (These lessons are representative of all other lessons in the program.)

   Instructors without formal typing training should complete each lesson in the program to become familiar with all reaches and with proper keyboarding techniques. Once familiar with the program, the instructor will be better able to determine how best to use *MICROTYPE, The Wonderful World of PAWS* with a particular group of students.

HOW TO USE THE APPLE DISKETTES

Start-Up Procedure and Accessing Practice Material

1. Turn on the monitor.
2. Carefully insert your copy of *MICROTYPE, The Wonderful World of PAWS* into Drive 1. The exposed oval part is inserted first with the diskette label up.
3. Close the door of the disk drive.
4. Turn on the Apple.
5. "Apple II" will appear on the screen and the disk drive light will turn on. You will hear a whirring sound from the disk drive. If "PLEASE WAIT" does not appear on the screen in several seconds, turn the Apple off. Remove, then reinsert the diskette, then turn on the Apple again.
6. The course name, *MICROTYPE, the Wonderful World of PAWS,* will appear on the screen. Following this screen are several credits screens. These screens will change automatically. However, to pass through these screens quickly, strike RETURN after each screen is displayed. PAWS will appear on the screen with the following instructions. "If you have used this diskette before, strike RETURN." Users who strike RETURN will go to a date screen where they enter the current date. Users who *do not* strike RETURN will, after a few seconds, automatically start the Introduction Lesson. The Introduction Lesson teaches the user to find and strike the RETURN key and other keys that are needed to progress through lessons.
7. On the date screen, any data form will be accepted, e.g. 1/15/XX, or January 15, 19XX. When the date has been entered, strike RETURN to continue to the Main Menu.
8. On the Main Menu users can select a lesson by striking (in the top row of keys) the number of the lesson they want to practice, then striking RETURN.
9. The program displays a "name" screen between the Main Menu, and each Lesson Menu. Once entered, the name can be retained by simply striking RETURN when you are prompted for name again.
10. After entering a name, the student will see the Lesson Menu. Again, the students can select the lesson part they want to use by striking (in the top row) the appropriate lesson part number, then striking RETURN.
11. To repeat parts of a lesson, or to change lessons, strike the ESC key. This key returns the user to the Lesson Menu, where another lesson part may be selected. Striking ESC a second time returns the user to the Main Menu.

NEVER INSERT A DISKETTE INTO OR REMOVE ONE FROM A DISK DRIVE WHILE THE DISK DRIVE IS RUNNING.

Diskette Removal and Shut-Down Procedure for Apple

1. Open the door of the disk drive; remove the diskette.
2. Turn off the Apple.
3. Turn off the monitor.
4. Return the diskette to its protective envelope.

HOW TO USE THE IBM PC and TANDY 1000 DISKETTES

Start-Up Procedure and Accessing Practice Material

1. Turn on the monitor.
2. Carefully insert your copy of the IBM PC DOS diskette into the disk drive, close the latch, and turn on the computer. *If the computer is already turned on,* hold down the CTRL (control), ALT (alternate), and DEL (delete) keys at the same time. Doing so will boot the system diskette and ready the computer for your use.
3. The computer will prompt you to enter the date; you may either enter the date or simply strike the ENTER key (↵). Next, it will prompt you to enter the time; you may either enter the time or simply strike the ENTER (↵) key. The computer will then display the message A >. Key the word BASICA (or for Tandy 1000, BASIC) and strike the ENTER key. The disk drive will run briefly and then the screen will display a message ending with ok.
4. Remove the IBM DOS diskette from Drive A and carefully insert the desired *MICROTYPE, The Wonderful World of PAWS* diskette into Drive A. Close the latch of the disk drive.
5. Key in the message RUN "CONTROL" and strike the ENTER key. The course name, *MICROTYPE, the Wonderful World of PAWS,* will appear on the screen. Following this screen are several credits screens. These screens will change automatically. However, to pass through these screens quickly, strike ENTER after each screen is displayed. PAWS will appear on the screen with the following instructions. "If you have used this diskette before, strike ENTER." Users who strike ENTER will go to a date screen where they enter the current date. Users who *do not* strike ENTER will, after a few seconds, automatically start the Introduction Lesson. The Introduction Lesson teaches the user to find and strike the ENTER key and other keys that are needed to progress through lessons.
6. On the date screen, any data form will be accepted, e.g. 1/15/XX, or January 15, 19XX. When the date has been entered, strike ENTER to continue to the Main Menu.
7. On the Main Menu users can select a lesson by striking (in the top row of keys) the number of the lesson they want to practice, then striking ENTER.
8. The program displays a "name" screen between the Main Menu, and each Lesson Menu. Once entered, the name can be retained by simply striking ENTER when you are prompted for name again.
9. After entering a name, the student will see the Lesson Menu. Again, the students can select the lesson part they want to use by striking (in the top row) the appropriate lesson part number, then striking ENTER.
10. To repeat parts of a lesson, or to change lessons, strike the ESC key. This key returns the user to the Lesson Menu, where another lesson part may be selected. Striking ESC a second time returns the user to the Main Menu.

NEVER INSERT A DISKETTE INTO OR REMOVE ONE FROM A DISK DRIVE WHILE THE DISK DRIVE IS RUNNING.

Diskette Removal and Shut-Down Procedure for IBM PC

1. Open the door of the disk drive; remove the diskette.
2. Turn off the IBM PC and the monitor.
3. Return the diskette to its protective envelope.

HOW TO USE THE PRINTER

You can use a printer to make a permanent copy of the report displayed at the end of a lesson or to make a copy of what was typed in Open Screen. Before attempting to use the printer, however, take the following steps:

1. Check the printer. Is it turned on and ready to print?
2. Check the paper. Is there an adequate supply? and is it fed into the printer correctly?
3. Check the connection between the printer and the computer.

THE MAIN MENU

The Main Menu of each diskette displays the lessons contained on that disk plus Open Screen. The Main Menu for Disk 1 contains Lessons Ø through 8. (See "Order of Key Presentation" on page 3 to note which keys are taught in each lesson.) To access a lesson, enter the lesson number, then strike RETURN (or ENTER). Between the Main Menu and the Lesson Menu, the user is prompted to enter her/his name. To use Open Screen, enter S, then strike RETURN (or ENTER). The Menu for the selected lesson, or the directions for Open Screen, will be displayed after RETURN (or ENTER) is struck.

Music may be played during PAWS game. The music may be turned ON or OFF from the Main Menu by entering M (ON) or N (OFF). With music turned on, musical notes sound as PAWS reaches each prize in the PAWS Run game. Music may be used to add to the excitement of the game, particularly where students are working individually. Music, however, may not be desirable in a classroom or lab setting because it may become distractive to the group. If you wish to turn music on or off, return to the Main Menu and enter M or N.

CONTENTS OF A TYPICAL LESSON

The Main Menu lists lessons and identifies the keys taught in each lesson. The Lesson Menu lists the parts of the lesson. Lesson parts should be completed in the sequence presented because material once presented is used in later parts of the lesson.

```
Lesson 4--Learn I and T Keys

1. Review Skills
2. New Key I
3. New Key T
4. Build Speed
5. Play PAWS' Run
6. Return to Main Menu

Enter your choice (1-6)
and then strike RETURN.
```

Each lesson, beginning with Lesson 2, reviews previous learning (Review), presents new keys (New Key), develops speed (Build Speed—Lines/Paragraphs), and has a game (PAWS' Game/Run). A typical Lesson Menu is shown above.

Any lesson part may be accessed by entering the number corresponding to the part, then striking RETURN (or ENTER). Each screen heading corresponds to a menu item, thereby facilitating reentry into the lesson at the point of exit.

Review

The Review presents two drill lines and a technique review. Emphasis is placed on the keys presented in the previous lesson.

New Keys

The New Keys part graphically demonstrates the correct reach to a new key, emphasizing which finger is to be used, and directs practice on two to four drill lines. *Lock and Flash* is used on the first two lines, then one or two additional lines are presented using *Word Flash*. Lock and Flash requires the user to type each letter correctly; therefore, the program accepts only correct responses. In Word Flash, each word is analyzed when SPACE is struck following the word. If an error exists, the word is erased and the cursor reappears under the first character of the displayed word. After three attempts, the program accepts whatever has been entered and moves on to the next word.

Build Speed

The Build Speed part presents four drill lines, one at a time. The lines include only letters learned in previous lessons. Each line is analyzed when RETURN (or ENTER) is struck. If 50 percent or more of the typed words are correct, speed is reported as words a minute (WAM). If more than half the words are incorrect, the user repeats the line, up to five times, before a new line is presented.

PAWS' Game/Run

PAWS' Game and PAWS' Run are keyboarding games. In Lessons 1 and 2, students play a simple game called PAWS' Game. In Lessons 3 through 16, they play a more complicated game called PAWS' Run. In each game there are four drill lines used.

In the PAWS' Game, the user and PAWS' race to a ball. As the user types, PAWS' prints move toward the ball. To create "self-competition," the user's typing speed on a line is used to determine PAWS speed for the next line.

In PAWS' Run, PAWS moves through a maze, over dots and prizes, toward a final treasure. The user types a line then strikes RETURN (or ENTER). On RETURN, the line is analyzed, as in Build Speed, and speed is displayed. Upon a second RETURN (or ENTER) the points earned are displayed and PAWS moves through the maze. The typing activity is separate from the action on the screen to eliminate the normal high frustration level associated with many "game" programs where motion on screen is constant and distractive.

Points earned in PAWS' Run are calculated using a formula based on the difference between the user's speed and the game goal for the lesson. The higher the user's speed compared to the speed goal for the lesson, the higher the point values will be for each dot and for each prize. Values for dots and prizes are recalculated for each line the user types. Generally, the higher the point total, the faster the user is typing.

SEQUENCE AND EVALUATION OF USER PROGRESS

Students should complete one lesson each day. (Each lesson takes approximately 20 to 25 minutes.) The lessons must be completed in the sequence presented because letters and features once presented are used in all following lessons. Therefore, skipping ahead will force the use of key reaches and features which have not yet been learned.

New learners should be monitored closely at all times to insure that correct technique is being used and that students are typing more and more by "touch." The home-row keys and each new-key reach should be taught, then reinforced by the instructor or by having students repeat the new-key section of the lesson one or more times. If a particular key reach causes student difficulty, that lesson part should be repeated.

It is especially important that the home-row keystroking and proper technique be practiced to the confidence level before proceeding to the learning of new keys. This may, in some instances, require the repetition of Lesson 1 (using either the diskette lesson or Open Screen and the textbook, *COMPUTER KEYBOARDING, An Elementary Course).*

Acquiring correct keyboarding technique is the primary objective of beginning keyboarding instruction. Therefore, on-going (or formative) evaluation should aid the student in achieving this objective. Correct keyboarding technique includes: proper body, hand, and finger position; proper keystroking; quick spacing; efficient shift-key operation; and immediate return at the ends of lines.

Evaluation of proper technique is done by observation of the user during keyboarding sessions; it should focus more on the student *at work* than on the student's work. Immediate feedback to reinforce the demonstration of proper technique, or to correct faulty technique, is critical to an efficient learning environment.

During observations of students at work, check each student to be sure that he/she is demonstrating appropriately correct technique in each of the categories in the Technique Guide Sheet on page 12.

TECHNIQUE GUIDE SHEET

May be reproduced.

CORRECT BODY POSITION IS:

1. Feet on the floor, slightly apart.
2. Elbows hanging naturally near the sides of the body.
3. Forearms nearly parallel with the slant of the keyboard.
4. Fingers curved and upright lightly on the home keys.
5. Body is centered in front of the keyboard (center of body directly in front of the "B" key.

CORRECT KEYSTROKING IS:

1. Curved fingers.
2. Upright fingers (not leaning over onto the little fingers).
3. Quick, snap keystrokes (fingertip snaps toward the palm).
4. Low, relaxed wrists.
5. Hands almost motionless (fingers do the reaching).

CORRECT SPACING TECHNIQUE IS:

1. Use the right thumb (unless the student is a strong, dominant, left-hand user).
2. Strike the space bar with a short, low, down-and-in motion of the thumb.

CORRECT SHIFT-KEY TECHNIQUE IS:

1. Use the appropriate little finger (other fingers, especially the index fingers, stay on home keys).
2. Use a 3-step procedure: (1) shift, (2) strike key, (3) release both.

CORRECT RETURN OPERATION IS:

1. Use the little finger of the right hand (other fingers stay on home row keys).
2. Make a quick reach from home key to RETURN (or ENTER) key and back to home key.
3. Do not pause before or after RETURN motion.
4. Keep eyes on screen (or textbook) copy as the RETURN is made.

Needs Improvement *											

*Place a check mark in the block in the first column (for the first evaluation) opposite the technique items that need improvement. Use the second and subsequent columns for later evaluations.

RECORD KEEPING

At the end of each lesson, following the PAWS game, a report is presented. The report, which may be printed if a printer is attached to the computer, includes: the user's name, the date the user entered at the beginning of the session, the user's fastest speed from the game lines and the Build Speed lines, the user's highest point total for PAWS' Run (beginning in Lesson 3), and a lesson code.

The report (for Lesson 4 as an illustration) prints in the following format.

_____

(date)

REPORT

(Name), your best typing rate was

_____words a minute.

Your highest point total was _____.

Lesson code: 4-Ø/9-11111-1

_____

The lesson code, by digit groupings, represents:

First — Lesson number.

Second—A ratio showing the number of lines repeated to the number of lines typed, in Build Speed and the PAWS Game.

Third— A series of digits, one for each lesson part (lessons have between 5 and 8 parts). A one (1) indicates the part was completed, a zero (Ø) indicates that the part was not completed.

Fourth—A recommendation as to which lesson the user should do next. A value of one (1) tells the user to go on to the next lesson. A value of zero (Ø) tells the user to repeat the current lesson.

If you do not have a printer, have the user complete the REPORT FORM given on page 14 to record lesson performance. The Speed Report form on page 14 may be used if additional documentation of user progress is desired. Both the Report Form and the Speed Report may be duplicated for classroom use.

MICROTYPE, THE WONDERFUL WORLD OF PAWS

Report Form

_____

_____
Today's Date

_____,
Your Name

your best typing rate was _____ words a minute.
Speed

Your highest point total was _____.
Total Points

_____

Lesson Code _____

May be reproduced.

MICROTYPE, THE WONDERFUL WORLD OF PAWS

Speed Report

Name _____

Grade _____ Lesson No. _____

Begin Time _____ Stop Time _____

Minutes (to complete lesson) _____

BUILD SPEED:

Line 1 Words a Minute _____

Line 2 Words a Minute _____

Line 3 Words a Minute _____

Line 4 Words a Minute _____

Line 5 Words a Minute _____

GAME:

Line 1 Words a Minute _____

Line 2 Words a Minute _____

Line 3 Words a Minute _____

Line 4 Words a Minute _____

TOTAL POINTS _____

TECHNIQUE CHECK:	**Yes**	**No**
Are fingers curved over home keys?	___	___
Is reach made with correct finger?	___	___
Are wrists low, just above front of computer?	___	___
Are keys struck with a quick snap keystroke?	___	___

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MICROTYPE
The Wonderful World of PAWS
Haugo, Hausmann, Jackson
Contributing Editor, Robinson

diskette no. 1

For use with the Apple® II Plus, Apple® IIe, and Apple® IIc

Z307-3

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Contributing Editor, Robinson

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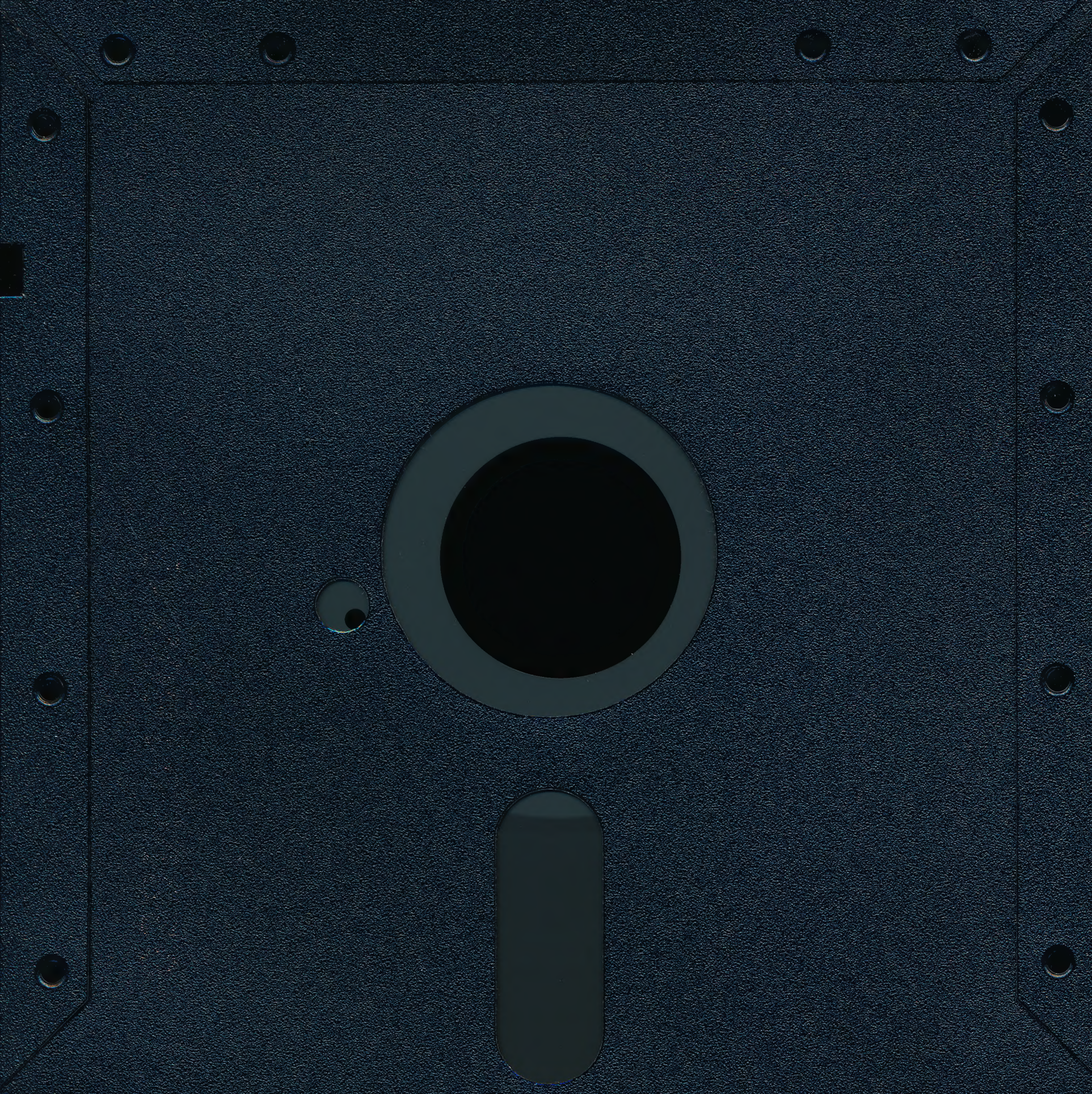
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